



## Sunset Park Elementary

1036 Ogden Road

Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	268 Students	
<b>Principal</b>	Tammy T. White	803-981-1265
<b>Superintendent</b>	Dr. Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

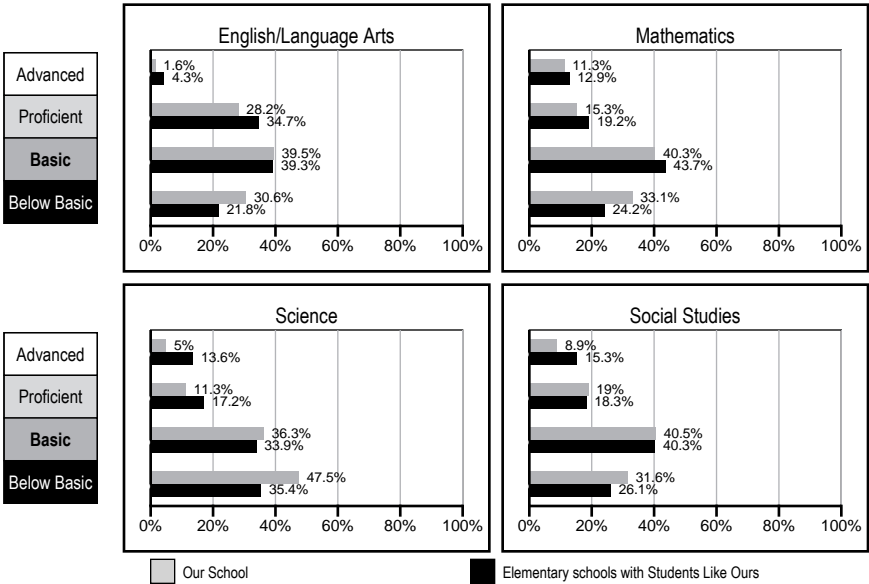
96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	49	35	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=268)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.6%	2.7%	2.3%
Attendance rate	97.0%	Up from 96.6%	96.2%	96.3%
Eligible for gifted and talented	6.8%	Up from 2.1%	9.7%	10.4%
With disabilities other than speech	8.1%	Down from 11.1%	8.6%	7.5%
Older than usual for grade	0.9%	Up from 0.4%	0.7%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=27)</b>				
Teachers with advanced degrees	48.1%	Up from 42.9%	58.0%	56.7%
Continuing contract teachers	77.8%	Up from 72.4%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	80.3%	Up from 75.0%	86.9%	86.4%
Teacher attendance rate	96.4%	Up from 95.8%	94.8%	94.9%
Average teacher salary	\$44,161	Up 3.6%	\$45,332	\$45,345
Professional development days/teacher	12.8 days	Up from 7.3 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Up from 15.4 to 1	18.4 to 1	18.5 to 1
Prime instructional time	92.2%	Up from 91.5%	89.5%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 94.1%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$8,457	Up 10.3%	\$6,887	\$7,052
Percent of expenditures for instruction*	69.6%	Down from 70.1%	68.4%	69.1%
Percent of expenditures for teacher salaries*	66.7%	Down from 67.3%	64.7%	64.2%

\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

During the 2007-2008 school year, Sunset Park Elementary School entered its fourth year of operating under the 45/15 day modified calendar model. We continued this year with our intersession offerings in connection with our modified school calendar in the areas of academic enrichment and remediation. Our staff participated in an Elementary Mapping Project, which, in turn, led into a District Curriculum Mapping Project. Ultimately, a representative from each grade level participated in this project with great results that will guide instruction for the upcoming school year. School safety was addressed with the addition of two new initiatives aimed at consistently upgrading our efforts to maintain student and school safety. Sunset Park added a Visitor Management System that screens all visitors who sign in the office. This system runs a background check against both state and national criminal records and notifies administrators in the event that any unauthorized person tries to sign into the school. Sunset Park and all other Rock Hill schools began requiring that all volunteers be approved prior to working with our children at the beginning of the 2007-2008 school year.

With the continued assistance of Title I funding, Sunset Park was able to employ two full-time Reading Recovery teachers as well as two additional academic assistants to work with students at all grade levels. We were also able to use this funding to enhance teacher classroom libraries with the addition of more nonfiction resources. Technical Assistance Funding allowed us to hire one additional resource teacher, which made it possible to fully implement our Inclusion Model for special education. This particular funding also allowed us to add to our collection of mathematics manipulatives and science resources. We employed a full time math and science coach this year who worked extensively with all grade level teachers weekly for the planning and integration of math and science. Our teachers also worked closely with two Rock Hill School District Literacy Coaches weekly during grade level planning sessions. Sunset Park began offering German through the KITE-LL Early Language program this year. We are the only Rock Hill school to offer German and the only school to have a kindergarten through second grade foreign language program in our district. It has been met with much success!

After much research and information gathering, Sunset Park will be returning to a traditional school calendar for the 2008-2009 school year. As part of our district planning process, a committee was created and began researching and developing a plan to become a Gifted and Talented magnet school. While this program will not be fully implemented until the 2009-2010 school year, many aspects of this program will begin to take shape in the upcoming school year. Sunset Park will continue to strengthen its partnership with Winthrop University's College of Education. Sunset Park has created its very first Data Team, which consists of a variety of teachers. Through this team, we will continue to review all data in order to make decisions that will positively impact student achievement at Sunset Park.

Tammy T. White, Principal  
Clark Hale, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	25	40	29
Percent satisfied with learning environment	96.0%	60.0%	75.0%
Percent satisfied with social and physical environment	96.0%	70.0%	74.1%
Percent satisfied with school-home relations	83.3%	77.5%	77.8%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 14 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Corrective Action

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	97.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	127	100	30.6	39.5	28.2	1.6	41.9	51.1	48.2	Yes	Yes
<b>Gender</b>											
Male	71	100	41.4	34.3	24.3	0	37.1	44.3	41.7	N/A	N/A
Female	56	100	16.7	46.3	33.3	3.7	48.1	58.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	41	100	10.3	33.3	51.3	5.1	71.8	63.9	60	I/S	Yes
African American	86	100	40	42.4	17.6	0	28.2	31.8	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
<b>Disability Status</b>											
Disabled	21	100	76.2	14.3	9.5	0	9.5	17.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.3	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	80	100	38.5	41	20.5	0	33.3	33.6	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	127	100	33.1	40.3	15.3	11.3	35.5	51.1	45.8	Yes	Yes
<b>Gender</b>											
Male	71	100	37.1	35.7	14.3	12.9	35.7	50.3	45.6	N/A	N/A
Female	56	100	27.8	46.3	16.7	9.3	35.2	52.1	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	41	100	15.4	35.9	28.2	20.5	64.1	64.6	59	I/S	Yes
African American	86	100	41.2	42.4	9.4	7.1	22.4	30	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	42.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	21	100	85.7	4.8	9.5	0	9.5	19	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	80	100	41	37.2	11.5	10.3	26.9	35	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	82	100	47.5	36.3	11.3	5	16.3	37.8	35.7	97	96.6
Gender											
Male	40	100	46.2	38.5	15.4	0	15.4	38.2	37.4	97.3	96.5
Female	42	100	48.8	34.1	7.3	9.8	17.1	37.4	33.8	96.7	96.7
Racial/Ethnic Group											
White	26	100	24	40	20	16	36	51.3	49.2	96.2	96.6
African American	56	100	58.2	34.5	7.3	0	7.3	17	17	97.3	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	N/A	97.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.2	24.9	98.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	N/A	94.8
Disability Status											
Disabled	11	100	72.7	27.3	0	0	0	16.1	14	97	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.7	24.4	N/A	96.6
Socio-Economic Status											
Subsided meals	53	100	58.8	27.5	11.8	2	13.7	19.5	21.1	96.8	95.9

Social Studies											
All Students	81	100	31.6	40.5	19	8.9	27.8	38.8	34	97	96.6
Gender											
Male	48	100	38.3	36.2	21.3	4.3	25.5	40.3	36.6	97.3	96.5
Female	33	100	21.9	46.9	15.6	15.6	31.3	37.3	31.3	96.7	96.7
Racial/Ethnic Group											
White	27	100	12	40	24	24	48	49.4	44.5	96.2	96.6
African American	54	100	40.7	40.7	16.7	1.9	18.5	22.6	19.1	97.3	96.6
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	N/A	97.8
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30.9	27.5	98.5	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	N/A	94.8
Disability Status											
Disabled	13	100	76.9	15.4	0	7.7	7.7	18	14.4	97	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	N/A	96.6
Socio-Economic Status											
Subsided meals	49	100	39.6	37.5	18.8	4.2	22.9	24	21	96.8	95.9

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	50	98	23.3	41.9	27.9	7	34.9
	4	55	100	30.6	49	20.4	0	20.4
	5	40	97.5	48.7	35.9	15.4	0	15.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	49	100	20.8	35.4	41.7	2.1	43.8
	4	36	100	20	48.6	28.6	2.9	31.4
	5	42	100	51.2	36.6	12.2	0	12.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	50	98	41.9	34.9	14	9.3	23.3
	4	55	100	40.8	44.9	12.2	2	14.3
	5	40	97.5	46.2	33.3	10.3	10.3	20.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	49	100	35.4	33.3	20.8	10.4	31.3
	4	36	100	20	45.7	17.1	17.1	34.3
	5	42	100	41.5	43.9	7.3	7.3	14.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	25	96	50	25	15	10	25
	4	55	100	53.1	36.7	10.2	0	10.2
	5	21	95.2	70	10	5	15	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	25	100	45.8	33.3	20.8	0	20.8
	4	36	100	31.4	45.7	11.4	11.4	22.9
	5	21	100	76.2	23.8	0	0	0
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	25	100	17.4	65.2	13	4.3	17.4
	4	55	100	44.9	42.9	10.2	2	12.2
	5	19	100	84.2	15.8	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	24	100	25	45.8	20.8	8.3	29.2
	4	36	100	17.1	48.6	22.9	11.4	34.3
	5	21	100	65	20	10	5	15
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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